

# Equitable Access:

## ***Arkansas's Comprehensive Plan to Provide All Students Access to Excellent Educators***

**Wednesday August 5**

**Arkansas Department of Education  
Stakeholder Meeting: Building the Educator Workforce  
Shortage Predictor Model**

*presented by:*

**Ivy Pfeffer**, Assistant Commissioner, Arkansas Department of Education

**Kerri White**, Arkansas Technical Assistance Coordinator,  
South Central Comprehensive Center at the University of Oklahoma



# Arkansas Comprehensive Educator Equity Plan

## The Impact of Excellent Educators



# Excellent Educators for ALL

Ensuring *Equitable Access* in Arkansas Schools is part of a larger initiative across the United States designed to move America toward the day when every student in every public school is taught by excellent educators.



# Excellent Educators for ALL

Partnerships and Collaborations  
within Arkansas and Across States

Center on  
**GREAT TEACHERS & LEADERS**  
at American Institutes for Research ■



Comprehensive  
Center  
at the University of Oklahoma



Equitable Access  
Support Network



# Excellent Educators for ALL

## Why Does an Excellent Educator Workforce Matter?

“Teachers matter more to student achievement than any other aspect of schooling.”

- RAND Corporation

(<http://www.rand.org/education/projects/measuring-teacher-effectiveness/teachers-matter.html>)





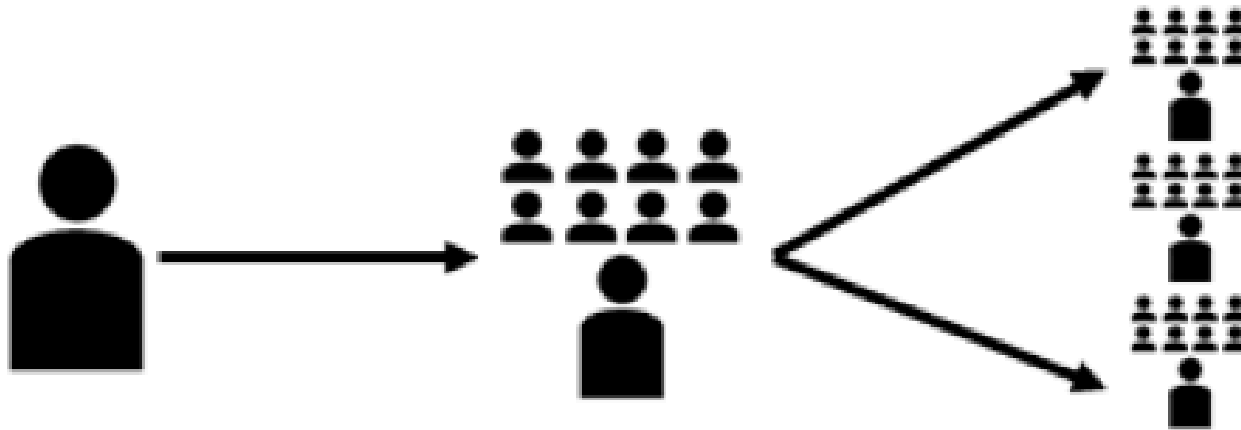
# KINDERGARTEN TO POST-SECONDARY

Every child deserves to be surrounded by a team of excellent educators every year....

Regardless of his or her race, ethnicity, national origin, gender, sexual orientation, disability, ability, economic condition, or zip code.



# The Arkansas Educator Workforce



Attract

Recruitment

Prepare

Ed Prep/  
Licensure

Support

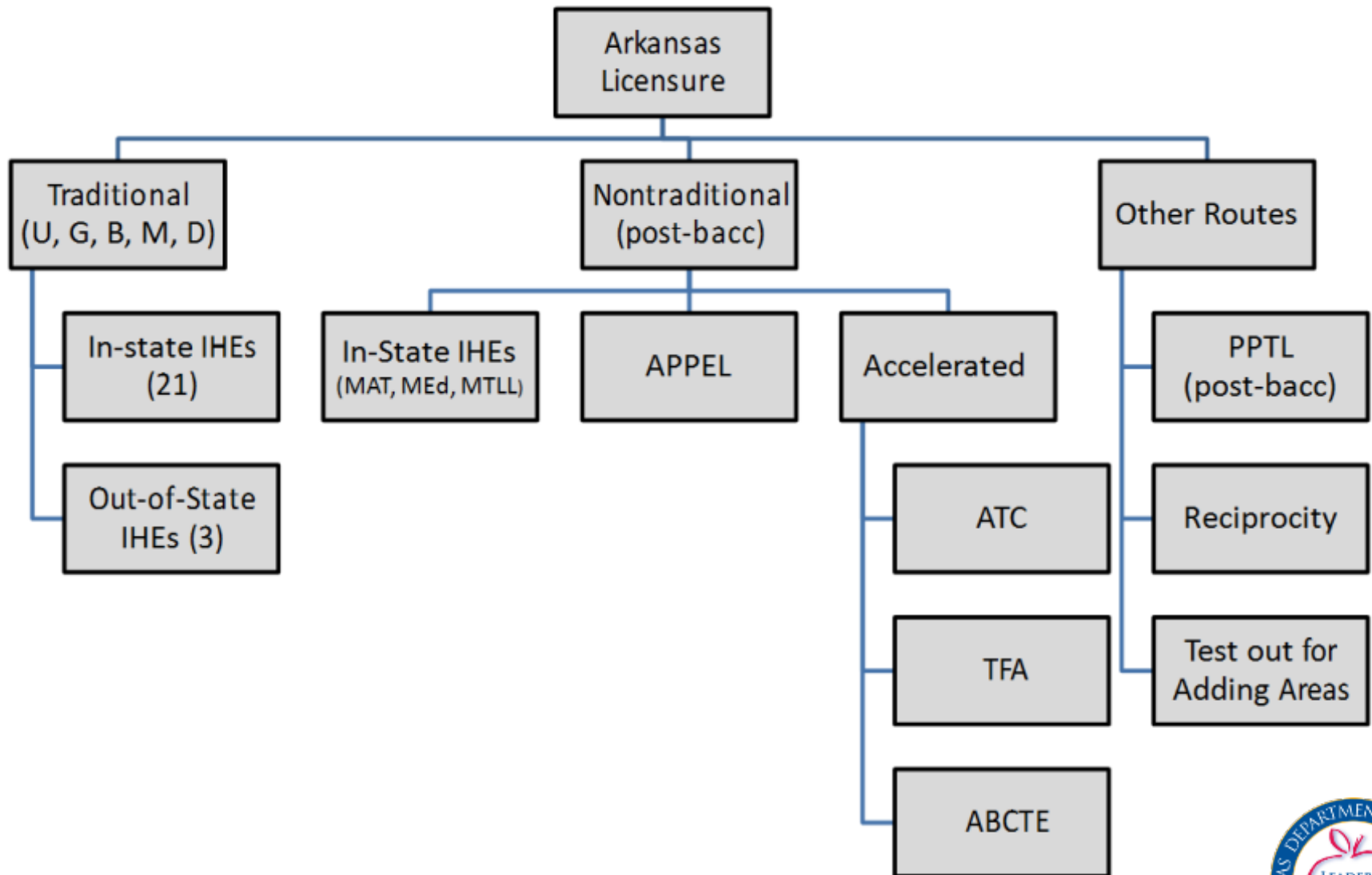
Mentoring/  
TESS/LEADS

Retain  
and Extend

Professionalism/  
PD/Retention/  
Leadership



# Current Pathways to Licensure



# Where Have All the Teachers Gone?



# Where Have All the Teachers Gone?



Smaller Employment Pool



# Educator Preparation Performance Reports (EPPR)

- <https://adedata.arkansas.gov/eppr/docs/State/StatewideReportApril2015.pdf>



ARKANSAS  
DEPARTMENT  
OF EDUCATION

## 2015 Educator Preparation Performance Report **Arkansas**

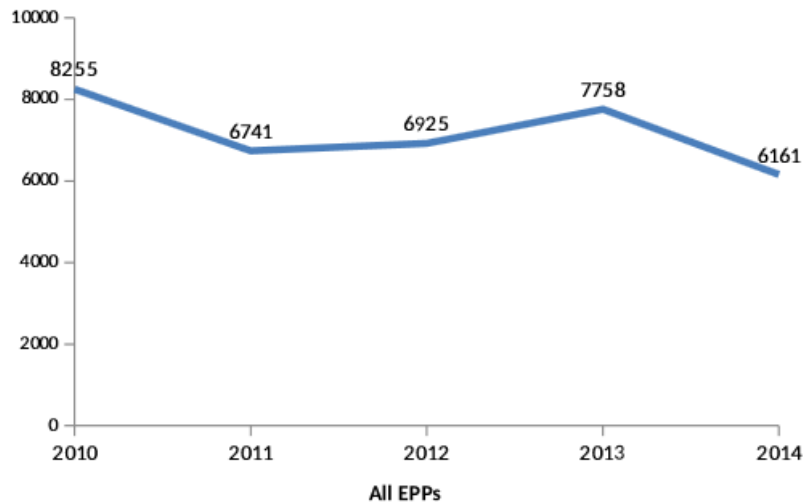


### Arkansas Educator Preparation Performance Report



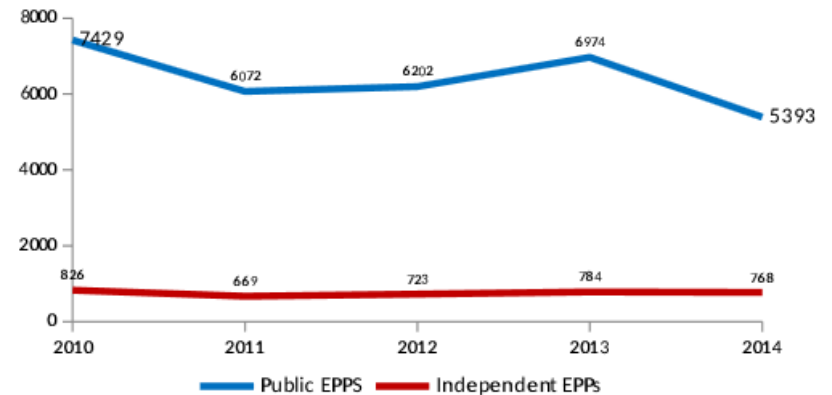
# Where Have All the Teachers Gone?

**Figure II.d. EPP Enrollment - 5 years**

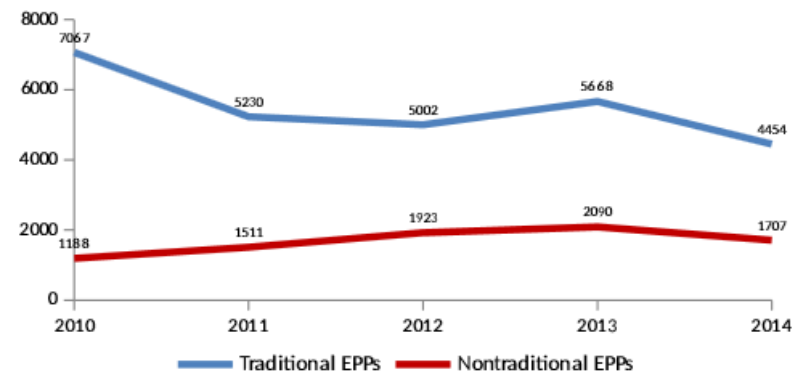


DRAFT

**Figure II.e. Enrollment by IHE Type**



**Figure II.f. Enrollment by Program Type**



# Educator Preparation Program Completers

## V. Number of Program Completers Working in Arkansas Public Schools (next year)

Arkansas EPP program completers (both traditional and non-traditional) were reported by the IHEs to the ADE Office of Research and Technology. The number of completers employed in Arkansas public schools the following year are shown below.

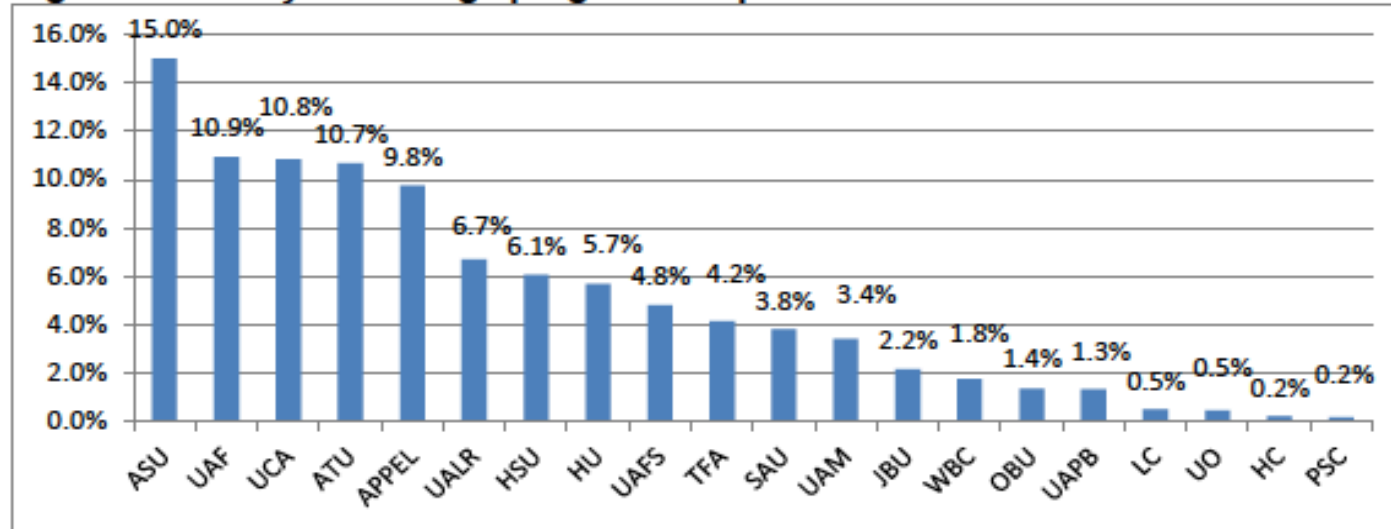
**Table 8. Completers working in APS in their first year of teaching**

EPP	Completers 2011-2012	Employed in APS 12-13	%	Completers 2013-2014	Employed in APS 14-15	%	Change
APPEL	247	188	76%	183	134	73%	-3%
ASU	342	194	57%	363	218	60%	+3%
ATU	177	97	55%	230	149	65%	+10%
CBC	data unavailable			1	1	100%	N/A
HU	124	31	25%	187	78	42%	+17%
HSU	144	81	56%	142	98	69%	+13%
HC	4	1	25%	14	1	7%	-18%
JBU	37	14	38%	29	13	45%	+7%
LC	10	7	70%	7	4	57%	-13%
OBU	37	20	54%	40	15	38%	-16%
PSC	4	2	50%	3	1	33%	-17%
SAU	70	37	53%	77	58	75%	+18%
TFA	data unavailable			79	24	30%	N/A
UAF	205	102	50%	222	111	50%	0%
UAFS	89	35	39%	113	56	50%	+11%
UALR	167	106	63%	221	171	77%	+14%
UAM	65	52	80%	79	60	76%	-4%
UAPB	32	26	81%	15	13	87%	+6%
UCA	230	135	59%	263	161	61%	+2%
UO	9	4	44%	24	10	42%	-2%
WBC	43	11	26%	32	18	56%	+30%
State	2,036		56%	2,324		60%	+4%

Source: Program completers supplied by IHEs. Number of teachers found in APS supplied by ADE Research and Technology. Data for the 12-13 completers employed in 13-14 was unavailable for this report. Indicates increase from previous years.

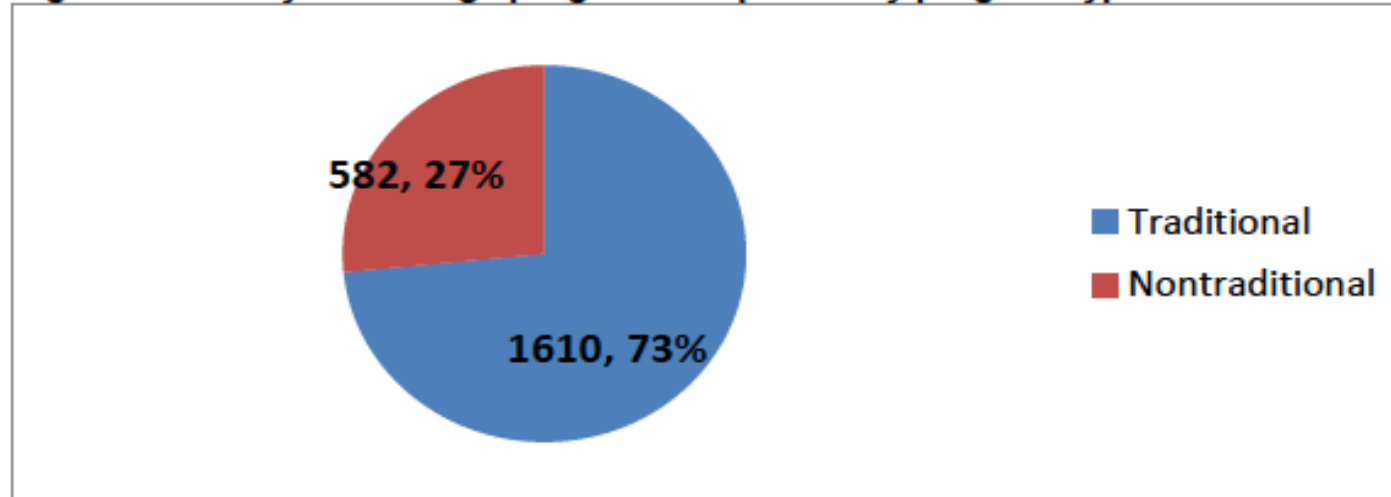
# Educator Preparation Program Completers

**Figure 8. Three-year average program completers as % of state total**



Source: HEA Title II Reports - 2012, 2013, 2014

**Figure 9. Three-year average program completers by program type**



Source: HEA Title II Reports - 2012, 2013, 2014



# Demographic Comparison

As a point of comparison, Figures 2, 3, and 4 demonstrate the racial and ethnic makeup of all Arkansas EPPs, AR public school students, and AR public school teachers during 2012-2013.

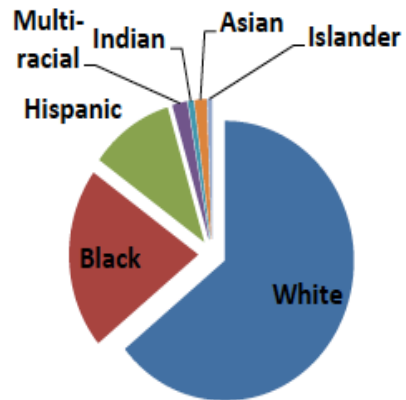


Fig. 2. AR Students 12-13

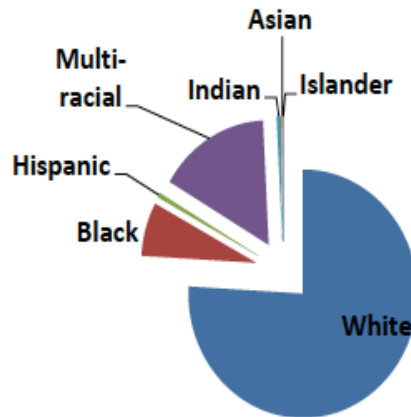


Fig. 3. AR Teachers 12-13

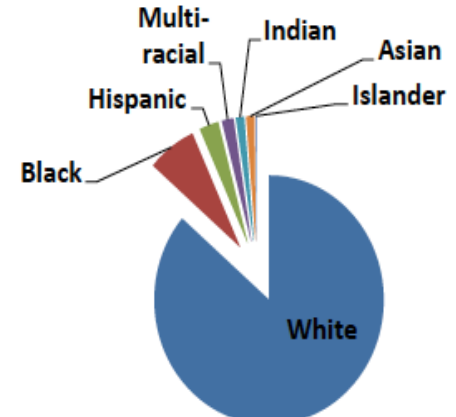


Fig. 4. AR EPP Enrollees 12-13

Source: AR Data Center (ADE)



# Arkansas Teacher Attrition

	<b>Average % 1 yr loss (2001-2014)</b>	<b>Average % 3 yr loss (2001-2012)</b>	<b>Average % 5 yr loss (2001-2010)</b>
<b>% new teachers lost after one year</b>	<b>14.15%</b>		
<b>% new teachers lost after three years</b>		<b>27.39%</b>	
<b>% new teachers lost after five years</b>			<b>34.56%</b>



# 2014 Shortage Areas

**Shortage Area Table for December 2014**

Area	# of Teachers in Area (TIA) 2013-2014	Potential additions to the workforce			Potential new hires			Immediate need - Vacancies, Subs			Immediate need - Waivers			Potential for need in the near future			Total Score	Shortage area before? (year?)
		Enrolled 13-14	Enrolled as % of TIA	Enrolled Score	First-time licenses 13-14 (unique persons)	FTL as % of TIA	FTL Score	# Vacancies/ Subs	V/S as % of TIA	V/S Score	# Waivers 13-14	Waivers as % of TIA	Waiver Score	# who are Veterans 13-14	Veterans as % of TIA	Veteran Score		
Gifted - Talented	483	53	10.97%	10.97	70	14.49%	14.49	6	1.24%	12.4	160	33.13%	33.13	78	16.15%	16.15	64	'13, '14 '15
Special Education	2,741	145	5.29%	5.29	389	14.19%	14.19	57	2.08%	20.8	415	15.14%	15.14	260	9.49%	9.49	74	'13, '14 '15
Foreign Language	497	29	5.84%	5.84	61	12.27%	12.27	13	2.62%	26.2	9	1.81%	1.81	38	7.65%	7.65	82	
Drama/Speech	480	8	1.67%	1.67	90	18.75%	18.75	9	1.88%	18.8	41	8.54%	8.54	35	7.29%	7.29	86	
Library	924	139	15.04%	15.04	59	6.39%	6.39	8	0.87%	8.7	107	11.58%	11.58	123	13.31%	13.31	88	'13, '14 '15
Fam & Cons Sci	537	24	4.47%	4.47	65	12.10%	12.10	9	1.68%	16.8	6	1.12%	1.12	48	8.94%	8.94	90	
Mathematics	1,666	96	5.76%	5.76	212	12.73%	12.73	32	1.92%	19.2	50	3.00%	3.00	80	4.80%	4.80	91	'13, '14 '15
Art	869	44	5.06%	5.06	102	11.74%	11.74	12	1.38%	13.8	22	2.53%	2.53	64	7.36%	7.36	93	
Social Studies	1,477	164	11.10%	11.10	223	15.10%	15.10	24	1.62%	16.2	45	3.05%	3.05	108	7.31%	7.31	100	
Middle Childhood (5-8)	7,299	266	3.64%	3.64	652	8.93%	8.93	30	0.41%	4.1	149	2.04%	2.04	404	5.54%	5.54	101	'13, '15
Agriculture	274	17	6.20%	6.20	32	11.68%	11.68	3	1.09%	10.9	0	0.00%	0.00	15	5.47%	5.47	101	
Science	1,412	48	3.40%	3.40	294	20.82%	20.82	15	1.06%	10.6	62	4.39%	4.39	82	5.81%	5.81	103	'13, '14 '15
Phys Ed / Health	2,801	259	9.25%	9.25	72	2.57%	2.57	5	0.18%	1.8	57	2.03%	2.03	116	4.14%	4.14	104	
Music	1,321	203	15.37%	15.37	153	11.58%	11.58	20	1.51%	15.1	23	1.74%	1.74	81	6.13%	6.13	104	'15
Counseling	1,208	211	17.47%	17.47	137	11.34%	11.34	2	0.17%	1.7	148	12.25%	12.25	120	9.93%	9.93	105	'13, '14 '15
English / LA	1,653	154	9.32%	9.32	310	18.75%	18.75	22	1.33%	13.3	27	1.63%	1.63	100	6.05%	6.05	107	
Early Ch / Elementary (P-4)	10,820	1271	11.75%	11.75	1,170	10.81%	10.81	50	0.46%	4.6	33	0.30%	0.30	594	5.49%	5.49	112	
Bldg Level Admin	1,597	261	16.34%	16.34	297	18.60%	18.60	0	0.00%	0.0	48	3.01%	3.01	144	9.02%	9.02	123	
District Level Admin	329	83	25.23%	25.23	69	20.97%	20.97	0	0.00%	0.0	16	4.86%	4.86	56	17.02%	17.02	124	
Positive factors - add to the standard								Negative factors - subtract from the standard										

Each factor was calculated as a percentage of the # of educators in each area, and given a score accordingly.

Taking into account the identified positive factors of: Numbers of licenses issued for the first time last year, and Numbers enrolled in TPPs, these factors were compiled and ADDED to the standard of 100.

Negative factors (Vacancies, Waivers and Retirement/potential) were calculated and SUBTRACTED from the standard.



# District Vacancy Survey Overview

Administrator vacancy percentage: 1.8% (34/1926)

Elementary (K-6): 1.6% (168/10820)

English Language Arts: 2.1% (35/1,653)

School Counselor: 1.5% (18/1208)

Middle School: 0.8% (56/7,299)

Sec. Math: 3.7% (61/1,666)

Sec. Science: 2.4% (34/1,412)

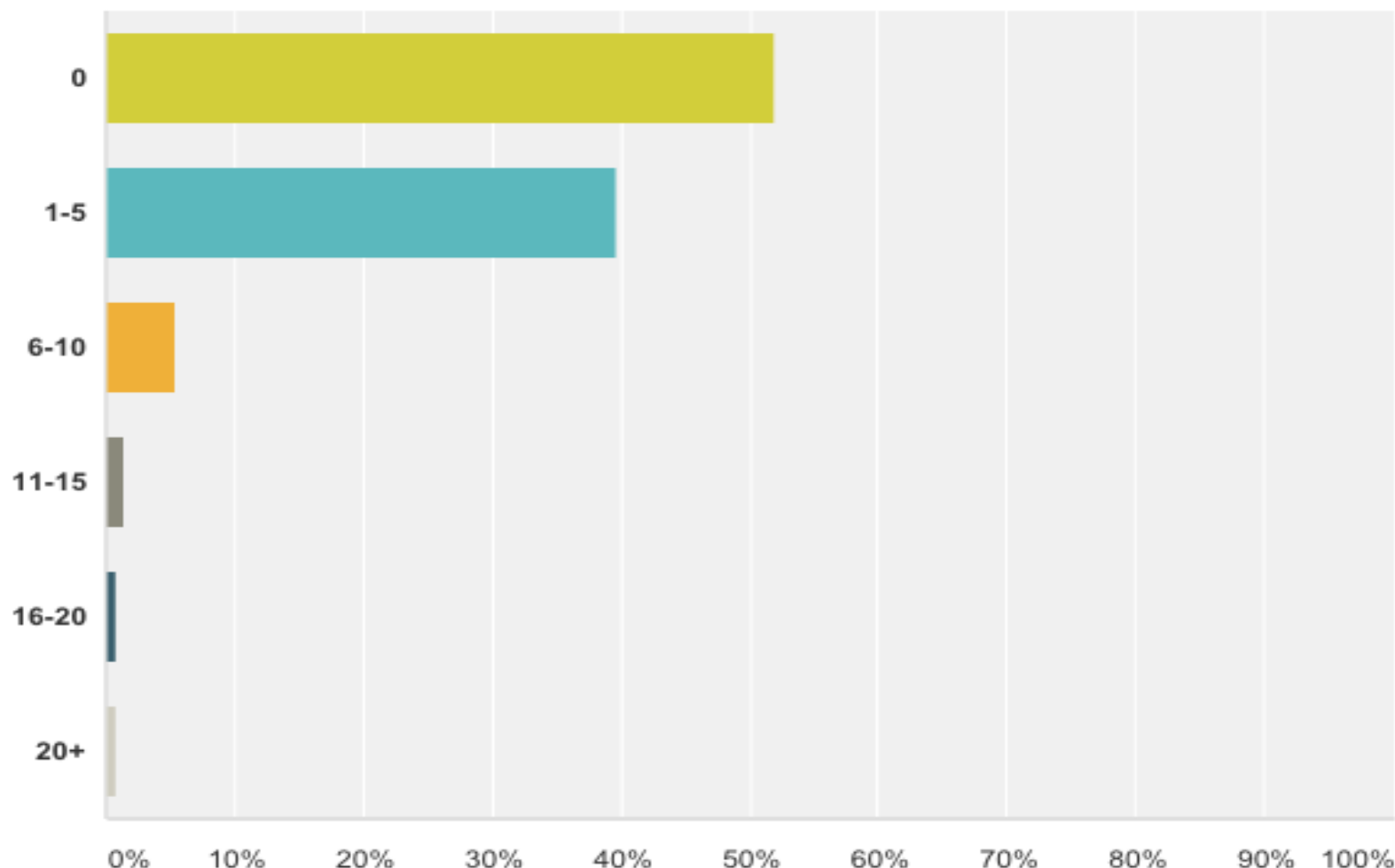
Sec. Social Studies: 1.3% (19/1,477)

Special Education: 3.0% (83/2,741)



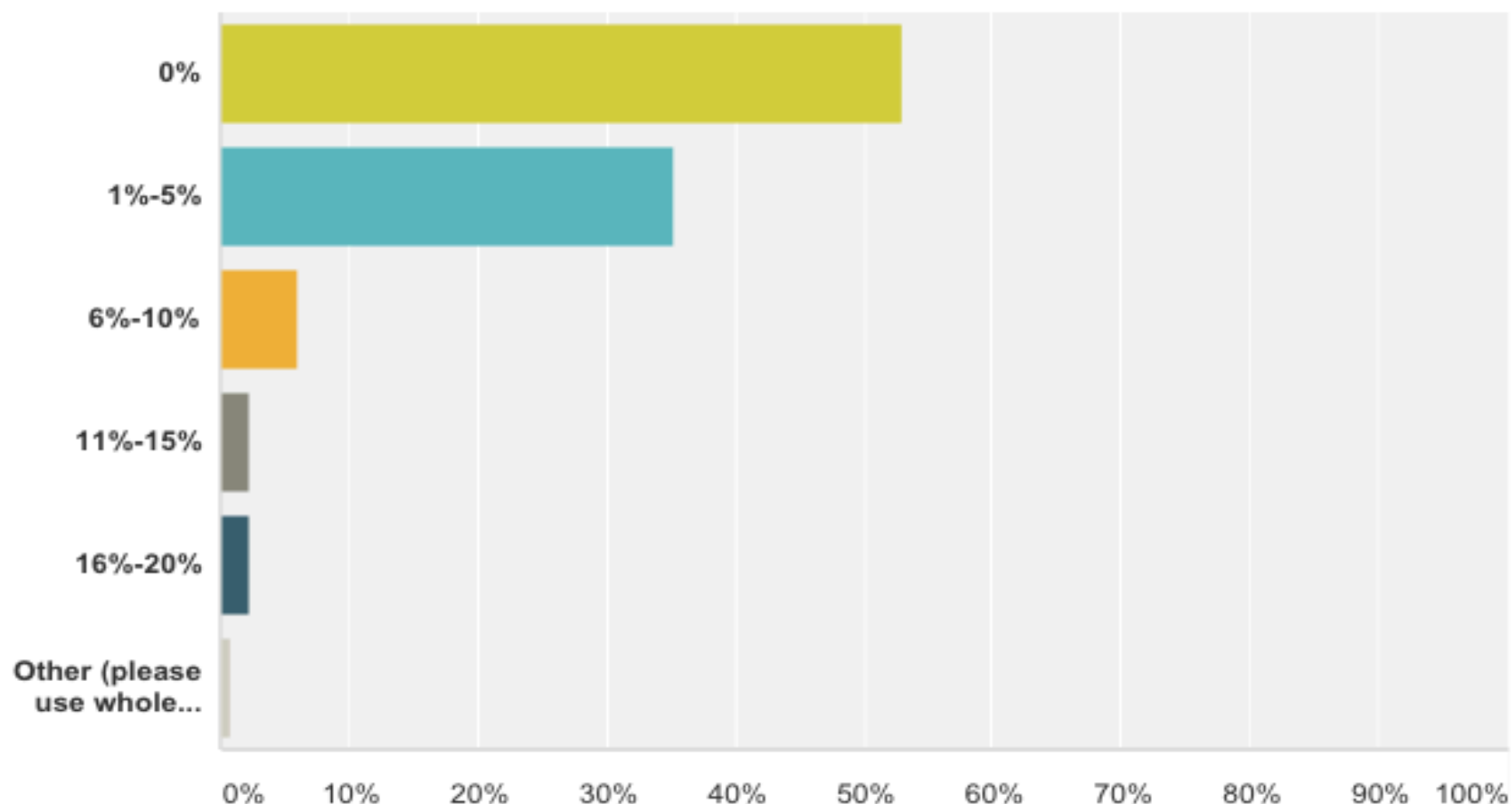
# What is the current number of certified personnel vacancies in your district?(if a charter school - list numbers of teacher-of-record vacancies)

Answered: 131 Skipped: 0



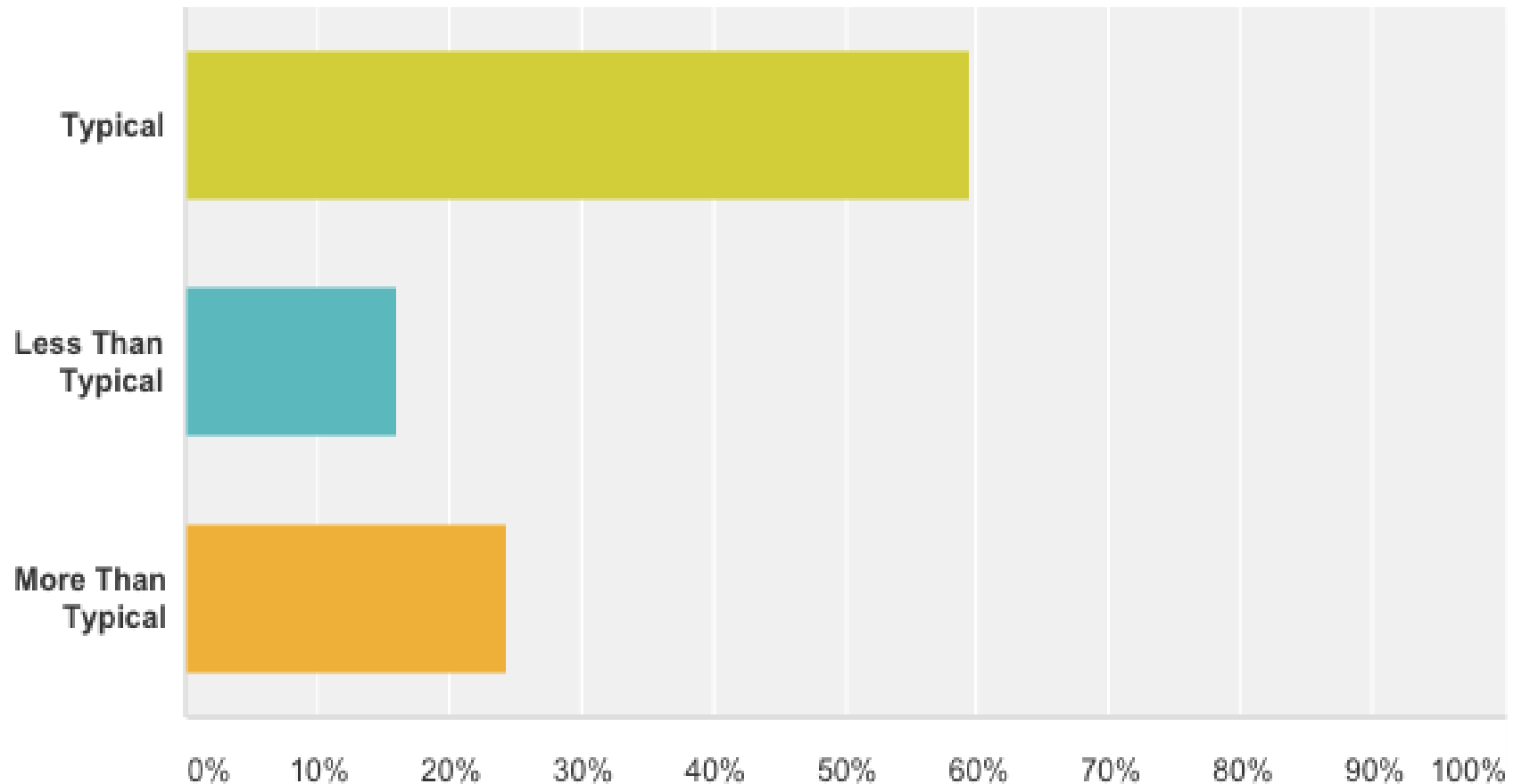
**Approximately what percent (%) of your total district certified personnel does the above number represent?(if a charter school - list percentages of teacher-of-record vacancies)**

Answered: 130 Skipped: 1



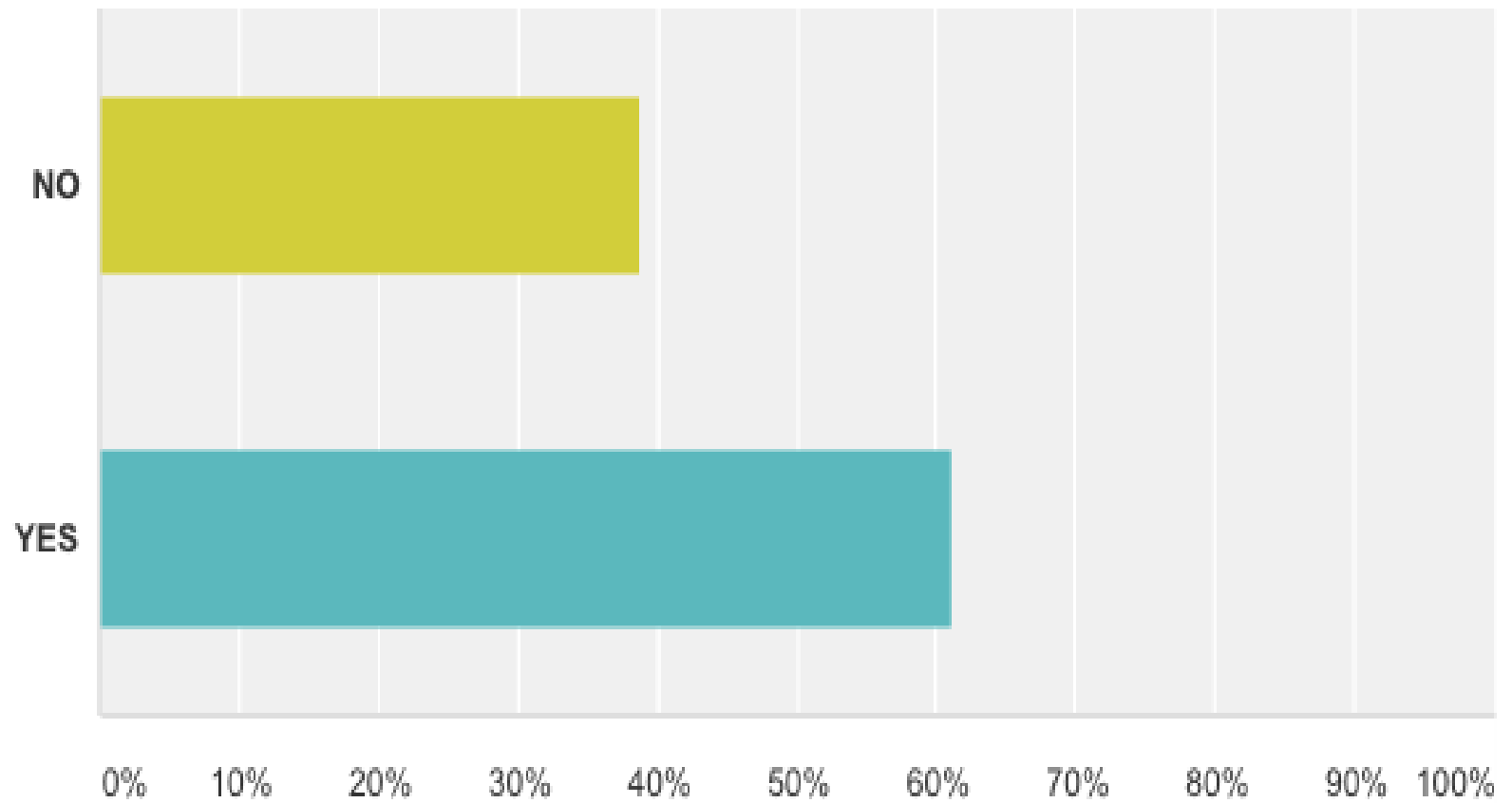
# This year's number of vacancies for your district is:

Answered: 131 Skipped: 0



# In general, does your district receive an adequate number of applicants each year?

Answered: 131 Skipped: 0



# Definitions

<p>Excellent Teacher</p>	<ol style="list-style-type: none"><li>1. Through experience and training, is an expert in his or her field, meets the proficient or distinguished designation on evaluations, and constantly improves his or her practice; and</li><li>2. Through a deep commitment to student learning, motivates student to learn, brings about the learning progress needed to close achievement gaps among students of all cultures, socioeconomic levels, and learning abilities, and cultivates higher-order thinking skills.</li></ol>
<p>Excellent Leader</p>	<ol style="list-style-type: none"><li>1. Through experience and training, meets the proficient or exemplary designation on evaluations and can expertly facilitate school change and improvement;</li><li>2. Through a deep commitment to the education system, advocates, nurtures, and sustains a safe and secure environment for staff and students and an instructional program, which are conducive to student learning and supportive of teacher personal and professional growth; and</li><li>3. Collaborates with community members, to mobilize community resources and respond to diverse community and cultural interests and needs.</li></ol>

# Equity Gaps

- Students in high poverty and high minority schools are more likely to have an **INEXPERIENCED** teacher than students in low poverty and low minority schools.
- Students in high poverty schools are more likely to have an **OUT-OF-FIELD** teacher than students in low poverty schools.
- There is a higher rate of teacher **TURNOVER** in high minority schools based on data for the last five years for average number of new teachers per school per year.

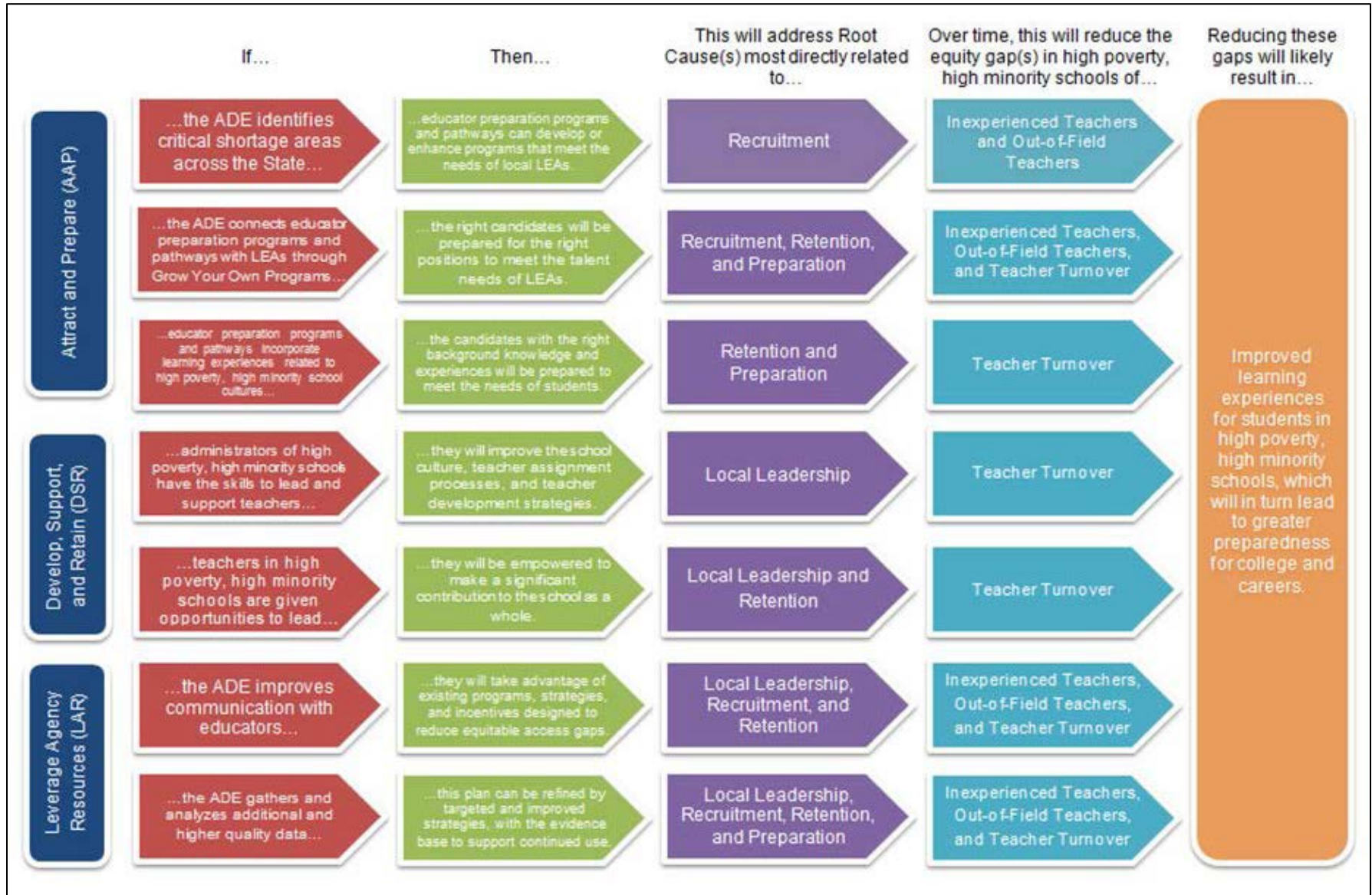


# Definitions

Inexperienced Teacher	A teacher with less than one year of full-time professional teaching experience; a teacher in his or her first year of teaching. Source: SIS
Out-of-field Teacher	A teacher who is teaching out of license area while on an Additional Licensure Plan (ALP). Source: AEELS
Unqualified Teacher	A long-term sub waiver. An individual, licensed or unlicensed, using a long-term sub waiver to substitute teach in an out-of-area position for more than 30 consecutive days during one semester Source: AEELS
Teacher Turnover	Turnover was defined as the average number of inexperienced teachers (teachers in their first year of teaching) employed per school, per year, over the last five years. Source: SIS



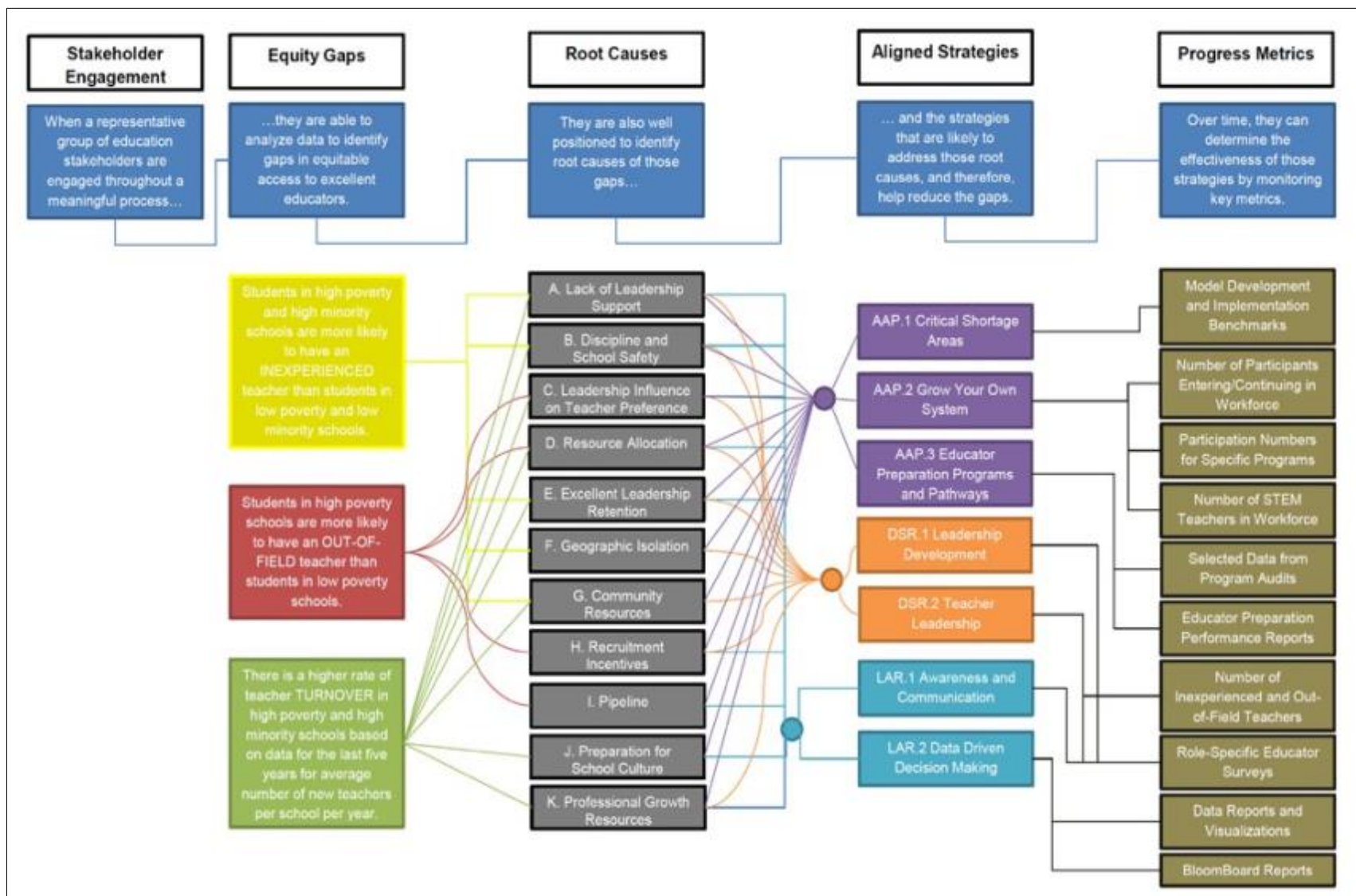
# Theory of Action



# Root Causes



# Logic Model



# Aligned Strategies



The ADE categorized the strategies of this plan into three strands: Attract and Prepare (AAP); Develop, Support, and Retain (DSR); and Leverage Agency Resources (LAR).



# Attract and Prepare

- Critical Shortage Predictor Model
  - Center for Great Teachers and Leaders (GTL Center)
  - District/School Data
- Grow Your Own Initiatives
  - Teacher Cadet
  - Paraprofessional Route to Licensure
- Higher Education Preparation Programs
  - Culturally Responsive Teaching
  - Flexibility in programs to expand options
- Pathways
  - Communicating pathways
  - Focusing on data- do some do better than others?



# Develop, Support, and Retain

- Internships: Traditional and Non-Traditional Programs
- Mentoring
  - Semester 1
  - Semester 2
- TESS/LEADS/Superintendent Evaluation
  - Data Focused
    - Professional Growth
    - Impact on Student Growth
- Teacher and Leader Expanded Leadership Opportunities
  - Existing Leadership Opportunities
    - Instructional Leadership
  - New Options
    - Leadership Academy
    - Other Initiatives?





Students with even one highly effective teacher are more likely to enter college.

# Helping Children Learn

In spite of all the noise and politics, surveys show that public school teachers still believe it's an incredibly satisfying job helping children learn.



# Stay Connected

- Ongoing stakeholder participation will be needed in implementing, monitoring, and adjusting the plan.
- Questions or Suggestions:
  - Ivy Pfeffer, Assistant Commissioner for Educator Effectiveness, Arkansas Department of Education, 501-682-4210, [Ivy.Pfeffer@arkansas.gov](mailto:Ivy.Pfeffer@arkansas.gov)
  - Kerri White, Arkansas Technical Assistance Coordinator, South Central Comprehensive Center at the University of Oklahoma, 405-325-6962, [kkwhite@ou.edu](mailto:kkwhite@ou.edu)

